FORM A
College of Professional & Technical Studies

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program

Initiating Unit or Individual: Kiyoko Metoki, Intensive English Program, Office of
International Education.

Contact Person’s Name: Piram Prakash e-mail: prakasp@ferris.edu phone: 591-5290

Date or Term of Proposal Implementation: 8/29/2011

☐ Group I - A – New degree/major or major, redirection of a current offering, or
elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
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<th>Vote/Action *</th>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty
groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved) Board of Trustees (Date Approved) President’s Council (Date
Approved)
FORM A CONT.

1. Proposal Summary
(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The Intensive English Program is designed for non-native speakers of English who do not meet the English requirement for official Ferris admission. The goal of the program is to improve students' skills in English and assist them in reaching the required proficiency level to start their academic courses at Ferris. By improving their skills in English as a Second Language (ESL), they will be able to attain the proficiency level required by Ferris State University admissions office (ITEP 4, TOEFL ibt 61, TOEFL itp 500, IELTS 5.5). The curriculum of the Intensive English Program focuses on integration of all English language skills necessary to pursue academic degrees and will be divided into 4 levels and 2 main subject areas; Literacy Skills and Effective communication skills.

The Literacy Skills courses consist of Integrated Reading and Integrated Writing. The Integrated Reading utilizes college level academic reading materials appropriate to each level and includes extended reading practice hours to provide the students with independent but guided reading practice. The Integrated Writing focuses on writing process/ methods, paragraph and essay structures and styles of writing for academic purposes and includes computer assisted writing practice sessions to provide the students with independent but guided writing practice. The Effective Communication Skills courses are divided into Speaking and Listening, and Key Grammar and Expressions. The Speaking and Listening focuses on essential speaking and listening skills for academic lecture, discussion and other formats of college classes and the students are also provided with opportunities to practice their conversation skills with Ferris conversation partners to support their progress in overall verbal communication skills. The Key Grammar and Expressions focuses on proper use of English grammar and essential idioms/expressions to improve their communication effectiveness and efficiency. A student support system to IEP is proposed, as well, with help from trained tutors in the ESL Lab for their homework, test preparation, extra writing/reading/pronunciation practice, or any of their weak areas in acquisition of English language.

In addition to the courses of the four core levels described above, the Bridge Level is also proposed in this program as the highest level and the transition phase for the advanced ESL students. The Bridge Level involves three existing Ferris developmental courses such as READ106, ENG074 and one entry level Ferris course which doesn't require native-like English proficiency (i.e. math, art, etc.); and only one course, ESLB099, is proposed from IEP. This IEP Bridge Level course, Academic Lecture Experience, is designed to 1) introduce the advanced and eligible ESL students into an academic college class in their major, 2) focus on lecture listening, note-taking and summary writing skills, 3) provide academic experience working independently and responsibly and 4) help them establish connections with Ferris students in their major. It is proposed that upon successful completion of all four courses designed for the Bridge Level, the students are admitted to their academic program officially even without the required score on the standardized test of English in order to: 1) motivate them to work harder and complete their English requirement without the pressure of standardized tests, 2) give them an alternative English language assessment other than the standardized tests of English because not all students score well on such tests, and 3) retain international students within Ferris.
2. Summary of All Course Action Required

a. Newly Created Courses to FSU:

<table>
<thead>
<tr>
<th>Prefix</th>
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<tbody>
<tr>
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b. Courses to be Deleted From FSU Catalog:

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c. Existing Course(s) to be Modified:

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<th>Number</th>
<th>Title</th>
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d. Addition of existing FSU courses to program
   Prefix   Number   Title


e. Removal of existing FSU courses from program
   Prefix   Number   Title

3. Summary of All Consultations

   Form Sent (B or C)  Date Sent  Responding Dept.  Date Received & by Whom

4. Will External Accreditation be Sought? (For new programs or certificates only)
   _____ X _____ Yes  _____________ No

   If yes, name the organization involved with accreditation for this program.

   AAIEP (American Association of Intensive English Programs)
   UCIIEP (University and College Intensive English Programs)

5. Program Checksheets affected by this proposal.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: ESLG  Number: 090  Title: Effective Communication Skills: Key Grammar and Expressions Level 2

Course Description:
This course is designed for the learners of English as a Second Language whose knowledge of English grammar is in the high intermediate level. Reviewing basic grammar and expressions from the lower level and exploring complex grammar elements will be essential to improve students’ verbal and written communication skills in a variety of academic context and situations. The students in this course are required 2 hours per week of independent but guided grammar application sessions.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the high level ESL grammar course. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructors and their knowledge and skills of English grammar and written expressions will be formally assessed by the standardized tests of English such as iTEP or itp TOEFL at the beginning, at the mid-term and at the end of the term.

Course Outline including Time Allocation:

1. Revisiting key grammar rules (5 hours)
   i. Various verb forms and tenses
   ii. Nouns, adjectives, adverbs, articles
   iii. Rules of sentences and types of sentences

2. Phrasal verbs (4 hours)
   i. Pronouns
   ii. Rules of phrasal verbs
   iii. Reflexive and reciprocal pronouns

3. Complex modals and related expressions (7 hours)
   i. Ability
   ii. Permission
   iii. Requests
   iv. Advice and suggestions
   v. Expectations and necessity
   vi. Assumptions
   vii. Preferences

4. Present perfect (4 hours)
   i. Indefinite past
   ii. Adverbs used in present perfect
iii. Present perfect and simple past
iv. Present perfect progressive

5. Gerunds and infinitives (4 hours)
i. Gerunds as subject and object
ii. Gerunds after prepositions
iii. Infinitives after certain verbs
iv. infinitives of purpose
v. Gerunds and infinitives in other patterns

6. Other essential grammar elements (6 hours)
i. Quantifiers
ii. Conditionals
iii. Sentence connectors

7. Practicum – grammar practice and application (30 hours)
I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix  b. Number  c. Enter Contact Hours per week in boxes.
Practicum: Seminar: 

d. Course Title: Effective Communication Skills: Key Grammar and Expressions Level 2 (Limit to 30 characters/spaces.)
e. College Code: CP  f. Department Code: CPTS
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: [ ] Variable  X Fixed  h. Minimum Credit Hours 3  i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) [ ] Yes  X No
k. Levels: Check (x) X Undergraduate [ ] Graduate [ ] Professional

l. Grade Method: Check (x) [ ] Normal Grading  X Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) [ ] Yes  X No

n. Equivalent course: Prefix [ ] Number [ ] See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
This course is designed for the learners of English as a second language whose knowledge of English grammar and expressions are in the high intermediate level to improve their overall knowledge and application of English grammar so that their written and verbal communication skills become more effective and efficient.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.)  q. Max. Section Enrollment: 18

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the grammar level 1 course, minimum grammar score of 1.5 on iTEP, or determined to possess low intermediate level of grammar knowledge using other assessment tools administered by program faculty.
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<tr>
<th>UCC Chair Signature/Date:</th>
<th>Academic Affairs Approval</th>
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<td>Date Rec'd:</td>
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</table>
Effective Communication Skills: Key Grammar and Expressions Level 2  

Class Time: M & W 10:00-10:50 at IRC107 and practicum sessions TBA

Instructor:

Office: Email: Phone:


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose English grammar knowledge is in the high intermediate level. This course focuses on improving their knowledge of English structures and production of various sentences and expressions with correct grammar in speech and in writing. Improvement in these areas is essential for their development in overall English proficiency and to prepare the students for participation in upper level courses for ESL learners and eventually in college level courses. The students in this course are required 2 hours per week of independent but guided grammar application sessions.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate increased knowledge of complex English grammar;
2) be able to recognize and edit grammar mistakes to make their communication skills more effective and efficient;
3) be able to produce varied and meaningful sentences and paragraphs with correct grammar.

COURSE ASSESSMENT:

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<tbody>
<tr>
<td>In-class quizzes</td>
<td>30%</td>
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<tr>
<td>Class participation and performance</td>
<td>40%</td>
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<tr>
<td>total of 100%</td>
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GRADING SCALE: Credit (C grade or above) or No-Credit (below C grade)

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<tr>
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<th>Percentage Range</th>
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<tr>
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<td>95% and above</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>60-79%</td>
</tr>
<tr>
<td>F</td>
<td>below 59%</td>
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</table>

CLASS EXPECTATIONS:

1) Attend every class session, be on time and stay alert during class. Learning occurs when you attend, participate and engage yourself in class. Just attending class is not enough, but you must participate in class activities.

2) Remember your academic goals and try your best to achieve the goals.

3) Ask questions if you don’t understand or need help.

4) As a student of English as a second language, every moment you are awake and alert in this college environment is your opportunity to learn English and help you succeed in college.

EXAMS: There will not be mid-term or final exams for this course. Instead, the students are required to take the iTEP or TOEFL iTP around mid-term period and at the end of the semester in addition to the one administered at the beginning of the semester. These test results will not be counted directly as course grades; but will be used to measure progress and find strengths and weaknesses of each student’s English skills so that the instructor can adjust his/her instruction according to the individual student’s needs.

QUIZZES & ASSIGNMENTS: There will be frequent quizzes and assignments in this course. You are expected to try your best in each of them. Students who have unexcused absences may not be given make-up quizzes. If you turn in assignments late, you will not be given points for the assignment; however the instructor will check your work and give you feedback to assist your learning.
Intensive English Program Policies:

1) **Student expectation:** As a conditionally admitted Ferris student, you are expected to focus on learning English as your first priority and make every effort to improve your English proficiency both in and outside class. Attend every class, be on time and stay alert. Try to attend all the events sponsored by Office of International Education.

2) **Classroom Behavior:** Behavior that interferes with the instructor’s ability to conduct the class or the ability of students benefit from the instruction is not acceptable. The class is composed of students from widely diverse backgrounds with different values. You are expected to treat your classmates and the instructor with respect and be open-minded to the differences around you. In order for every student to benefit from every moment of the instruction, electronic devices including cell phones, beepers, iPads, lap-top computers, and ‘un-assigned talking’ are prohibited, unless requested by the instructor for the instruction purposes.

3) **Attendance:** Attendance is required and attending every class is essential to improve your English skills. Also, coming to class late or leaving early are not acceptable. If you have more than 6 absences, your course grade will drop by one increment for each additional absence.

4) **Extended absences:** When a student’s extended absences are documented, ‘Incomplete’ may be assigned as a course grade to the student under the university guideline. Contact IEP coordinator if you encounter such a situation.

5) **Academic honesty, integrity, and plagiarism:** Students are expected to maintain the highest standards of academic integrity and behavior that violates these standards are not acceptable. The unacceptables includes include using and copying the unauthorized material and the work of another student. These conducts not only are penalized but also prevent you from improving your English skills.

6) **When a student receives ‘No-Credit’ as a course grade:** If you receive more than two ‘No-Credit’ for a semester, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of receiving more than two ‘No-Credit’ will result in academic dismissal from the university.

7) **Passing the TOEFL during a semester:** If you pass the iTEP (higher than overall score of 4) or TOEFL (500 or above) in the middle of the semester, you are still required to complete the courses. Course grading policies as written in the syllabus for each course applies to every student throughout the semester.

8) **Taking a regular Ferris course:** If you score 3.5 on iTEP or 475 or above on the TOEFL before the semester begins, you may be able to combine a regular Ferris course into your IEP courses based on recommendation from IEP faculty, coordinator and International Student Advisor.

9) **Eligibility to transfer IEP student status to fully admitted Ferris Student status:** You must score overall score of 4 on iTEP, 500 or higher on the TOEFL i tp or 61 or higher on the TOEFL ibt.

10) **Students with special needs:** If you have a documented disability that requires accommodations, contact me as soon as possible so that I can contact the Disabilities Services and assist in developing a plan to address your academic needs in this course.

11) **Religious holidays:** Ferris State University will make reasonable accommodations for students who are absent from the university in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. The instructor will work with each student’s request in a reasonable manner.

*Final note: I reserve the right to make needed changes and appropriate adjustments to this syllabus. The changes will be announced in class and provided in writing. Daily lesson plans will be provided to the students biweekly.*
NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: ESLS  Number: 090  Title: Effective Communication Skills: Speaking and Listening Level 2

Course Description:
This course is designed for the learners of English as a Second Language whose speaking and listening skills are in the high intermediate level in order to improve their overall communication skills. General conversation and discussion skills, extended listening strategies and oral presentation skills will be part of class content and will be essential to improve students’ overall communication skills in a variety of college level academic context and situations.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the higher level of speaking and listening course for ESL learners. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their oral skills will be formally assessed by the standardized tests of English such as iTEP or itp TOEFL at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:

1. Increasing listening comprehension skills (10 hours)
   i. Prelistening tasks
   ii. Active listening skills
   iii. Recognizing a main idea in presentations and mini lecture
   iv. Listening expansion

2. Increasing speaking skills (10 hours)
   i. Requesting and giving factual information
   ii. Expressing feelings and intellectual process
   iii. Oral presentation skills

3. Conversation skills (10 hours)
   i. Interacting one-on-one
   ii. Understanding audience and being understood
   iii. Participating in group discussion
   iv. Verbal and non-verbal cues in conversation
   v. Carrying on conversation in a variety of topics and even with unfamiliar topics
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: ESLS
b. Number: 090

LECture   LAB 2   INDependent Study – Check (x)
Practicum:  Seminar: 

d. Course Title: Effective Communication Skills: Speaking and Listening Level 2
   (Limit to 30 characters/spaces.)

e. College Code: CP  f. Department Code: CPTS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type:  Variable  X Fixed  h. Minimum Credit Hours: 1  i. Maximum Credit Hours: 1

j. May Be Repeated for Added Credit: Check (x) Yes  X No

k. Levels: Check (x) X Undergraduate  □ Graduate  □ Professional

l. Grade Method: Check (x)  □ Normal Grading  X Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes  X No

n. Equivalent course: Prefix  □  Number  □  See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
This course is designed for the learners of English as a second language whose listening and speaking skills are in the high intermediate level to improve their overall communication skills.

p. Term(s) Offered:  Fall, Spring, Summer  (See instructions for listing.)  q. Max. Section Enrollment: 18

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower level speaking and listening course, or minimum speaking and listening score of 1.5 on the iTEP section, 1.5 on IEP speaking test (out of 4 on the TOEFL ibt speaking scoring rubric) or equivalent determined by program faculty.

UCC Chair Signature/Date:  

Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY
Effective Communication Skills: Speaking and Listening Level 2

Class schedule: Friday 10:00-11:40 at IRC107
Instructor:
Office:
Email:
Telephone:

Office Hours:


COURSE DESCRIPTION: This course is designed for learners of English as a Second Language whose speaking and listening skills are in the high intermediate level. Spoken English functions, proper pronunciation, oral presentation and discussion skills, listening strategies will be part of class content and will be essential to improve students’ speaking and listening skills in a variety of academic context and situations. You are also required to attend conversation partner program sessions to support your progress in general conversation skills.

COURSE OUTCOMES: Upon successfully completing this course, students should:

1) Be able to speak fluently with a pace, intonation, volume and pronunciation which are comprehensible:
2) Be able to participate in various conversation situations including group discussions:
3) Be able to rehearse the main idea and specific information after listening to short lecture and oral presentations:
4) Be able to give organized oral presentations on various topics

GRADING:
Grades are based on the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Oral Presentations</td>
<td>30%</td>
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<tr>
<td>In-class quizzes</td>
<td>30%</td>
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<tr>
<td>Homework, Class participation and effort</td>
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<tr>
<td>Conversation sessions participation</td>
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<th>Percentage</th>
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<td>90-92</td>
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<td>E</td>
<td>60-62</td>
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</table>

Total of 100%

You don’t have to keep track of your grade. You will receive various grade print-outs to keep track of your grade during the semester. However, do keep track of your absences yourself.

DOs and DON’Ts:
- Be prepared to work hard, but also to have fun
- Do work constructively alone and with your classmates
- Do study – it really does help you learn
- Do turn your assignments in on time
- Do participate in discussions. You’ll have much more fun when you are active
- Do take the attendance policy seriously

FINAL NOTE: I reserve the right to make needed changes and appropriate adjustments to this syllabus. Also, daily lesson plans will be provided to you biweekly. Feel free to contact me any time. I am dedicated to helping you reach your highest potential, so drop by my office or call me whenever you want.
STUDENT EXPECTATIONS: As a conditionally admitted Ferris student, you are expected to focus on learning English as your first priority and make every effort to improve your English proficiency both in and outside class. Attend every class, be on time and stay alert. Try to attend all the events sponsored by Office of International Education.

CLASS EXPECTATIONS: Learning occurs when you attend class, participate and engage yourself in the class. Just attending class is not enough; you must be active to learn. Make sure that you:
1) Attend class and conversation partner program every session
2) Arrive to class on time
3) Stay alert and listen during class even if you are not the one being asked a question
4) Ask questions if there is something you don't understand or if you need help
5) Remember your goals and try to achieve them
6) Remember that as a student of English as a Foreign Language, every moment counts. Being alert in class and on campus is your opportunity to learn English and it will help you succeed in college

CLASSROOM BEHAVIOR: Behavior that interferes with the instructor’s ability to conduct the class or the ability of students benefit from the instruction is not acceptable. The class is composed of students from widely diverse backgrounds with different values. You are expected to treat your classmates and the instructor with respect and be open-minded to the differences around you. In order for every student to benefit from every moment of the instruction, electronic devices including cell phones, beepers, iPods, lap-top computers, and ‘un-assigned talking’ are prohibited, unless requested by the instructor for the instruction purposes.

Intensive English Program Policies:

ATTENDANCE: Attendance is required and attending every class is essential to improve your English skills. Also, coming to class late or leaving early are not acceptable. If you have more than 6 absences, your course grade will drop by one increment for each additional absence.

EXTENDED ABSENCES: When a student’s extended absences are documented, ‘Incomplete’ may be assigned as a course grade to the student under the university guideline. Contact the IEP coordinator if you encounter such a situation.

ACADEMIC HONESTY, INTEGRITY, AND PLAGiarISM: Students are expected to maintain the highest standards of academic integrity and behavior that violates these standards are not acceptable. The unacceptable conducts include using and copying the unauthorized material and the work of another student. These conducts not only are penalized but also prevent you from improving your English skills.

WHEN A STUDENT RECEIVES ‘No-Credit’ AS A COURSE GRADE: If you receive more than two ‘No Credit’ for a semester, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of receiving more than 2 ‘No-Credit’ will result in academic dismissal from the university.

PASSING THE TOEFL DURING A SEMESTER: If you pass the TOEFL (500 or above) in the middle of the semester, you are still required to complete the courses. Course grading policies as written in the syllabus for each course applies to every student throughout the semester.

TAKING A REGULAR FERRIS COURSE: If you score 3.5 on iTEP or 475 or above on the TOEFL before the semester begins, you may be able to combine a regular Ferris course into your IEP courses based on recommendation from IEP faculty, coordinator and International Student Advisors.

ELIGIBILITY TO TRANSFER IEP STUDENT STATUS TO FULLY ADMITTED FERRIS STATUS: You must score 4 or higher on iTEP, 500 or higher on the TOEFL itp or 61 or higher on the TOEFL ibt.

STUDENTS WITH SPECIAL NEEDS: If you have a documented disability that requires accommodations, contact me as soon as possible so that I can contact the Disabilities Services and assist in developing a plan to address your academic needs in this course.

RELIGIOUS HOLIDAYS: Ferris State University will make reasonable accommodations for students who are absent from the university in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. The instructor will work with each student’s request in a reasonable manner.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: ESLW  Number: 090  Title: Literacy Skills: Integrated Writing Level 2

Course Description:
This course is designed for the learners of English as a Second Language whose writing skills and knowledge of English grammar are in the high intermediate level. English structures (grammar) as well as formal writing process and styles will be part of class content and will be essential to improve students' overall writing skills in a variety of academic context and situations. The students in this course are required 2 hours per week of independent but guided extended writing in various settings and/or computer assisted writing sessions.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the higher level of writing course. The students' progress in writing skills will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and will be formally assessed by the standardized tests of English such as ibt TOEFL, iTEP and IEP essay tests at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:

1. Using effective written English expressions (8 hours)
   i. Revisiting key grammar rules
   ii. Conditionals
   v. Conjunctions and transition words in composing an organized essay
   vi. Recognizing and editing common grammar mistakes

2. Increasing writing skills (37 hours)
   i. Addressing the writing task
   ii. Composing a paragraph
   iii. Connecting paragraphs effectively for an organized essay
   iv. Expository writing
   v. Persuasive writing

3. Practicum – extended writing (30 hours)
CREATE NEW COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
   Notes
   1. Complete each item in Section I and Section II.
   2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the
   prerequisite change must be submitted for those courses as well.

   Term Effective (6 digit code only): 201108  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.
   a. Course Prefix: ESWL
   b. Number: 090
   c. Enter Contact Hours per week in boxes.
      LECture 3  LAB 2  INDependent Study – Check (x) □  Practicum:  □  Seminar:  □
   d. Course Title: Literacy Skills: Integrated Writing Level 2  (Limit to 30 characters/spaces.)
   e. College Code: CF  f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   g. Type: □ Variable  X Fixed  h. Minimum Credit Hours 4  i. Maximum Credit Hours 4
   j. May Be Repeated for Added Credit: Check (x) □ Yes  X No
   k. Levels: Check (x) X Undergraduate  □ Graduate  □ Professional
   l. Grade Method: Check (x) Normal Grading  X Credit/No Credit only (Pass/Fail)
   m. Does proposed new course replace an equivalent course? Check (x) □ Yes  X No
   n. Equivalent course: Prefix  □  Number  □  See instructions on Replacement courses.
   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
      This course is designed for the learners of English as a second language whose writing skills and
      knowledge of written expressions are in the high intermediate level to increase their overall writing
      skills.
   p. Term(s) Offered: Fall, Spring, Summer  (See instructions for listing.)  q. Max. Section Enrollment 16
   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Successful completion of the lower
      level writing course, minimum writing score of 1.5 on ITP, 1.5 (out of 6 on TOEFL ibt scoring rubric) on
      the IEP essay test, or equivalent determined by program faculty.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d:  Date Completed:  Entered: SCACRSE  SCADETL  SCARRES  SCAPREQ  
Integrated Writing Level 2  Fall 2011

Time and location: M, T & W 12:00-12:50 at IRC130 and practicum sessions TBA

Instructor: Office: Phone:

Office hours: TBA

Books: Great Paragraphs (Great Writing 2) by Keith S. Folse

COURSE OVERVIEW: This course is for ESL learners whose writing skills and knowledge of English grammar are in the high intermediate range. English structure (grammar) as well as writing for academic purposes following the writing process will be the primary focus. Skills such as summarizing and paraphrasing will be covered, too.

COURSE REQUIREMENTS AND ASSESSMENT: You will have to complete numerous short writing activities both in and outside of class. These will not receive a grade but will count as part of your participation in class activities. You will also have to write 10 essays, about 500 words each. These essays will be written following the writing process. The final product must be typed before being submitted for grading. Essay topics will be given to the class on Thursday, and the final draft will be due the following Thursday. No late papers will be accepted. Each essay will be worth 100 points. There will be 14 grammar tests in this class. Each will be worth 100 points. No make-up tests will be offered, but you may drop your 2 lowest grammar test grades. A maximum of 800 points will be available for active participation in class including but not limited to completing homework and non-graded writing assignments, attendance, and participating in class with a positive, respectful, cooperative attitude. The total possible for the class is 3000. The students in this course are required 2 hours per week of independent but guided extended writing in various settings and/or computer assisted writing sessions.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate increased knowledge of English structures and rules of writing;
2) be able to recognize and edit grammar mistakes;
3) be able to generate simple and multi clause sentences and well developed paragraphs with solid main ideas;
4) have a good understanding of the steps in the writing process and be able to use these steps to generate well developed and well organized essays;
5) demonstrate improvement in their overall writing skills in a variety of context and situations;

GRADING SCALE: Credit (C grade or above) or No-Credit (below C grade)

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<thead>
<tr>
<th>Grade</th>
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<td>60-79%</td>
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<td>F</td>
<td>below 59%</td>
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</table>

CLASS EXPECTATIONS:
1) Attend every class session, be on time and stay alert during class. Learning occurs when you attend, participate and engage yourself in class. Just attending class is not enough, but you must participate in class activities.
2) Remember your academic goals and try your best to achieve the goals.
3) Ask questions if you don’t understand or need help.
4) As a student of English as a second language, every moment you are awake and alert in this college environment is your opportunity to learn English and help you succeed in college.

EXAMS: There will not be mid-term or final exams for this course. In stead, the students are required to take the iTEP or TOEFL test around mid-term period and at the end of the semester in addition to the one administered at the beginning of the semester. These test results will not be counted directly as course grades; but will be used to measure progress and find strengths and weaknesses of each student’s English skills so that the instructor can adjust his/her instruction according to the individual student’s needs.

QUIZZES & ASSIGNMENTS: There will be frequent quizzes and assignments in this course. You are expected to try your best in each of them. Students who have unexcused absences may not be given make-up quizzes. If you turn in assignments late, you will not be given points for the assignment; however the instructor will check your work and give you feedback to assist your learning.
Intensive English Program Policies:

1) **Student expectation:** As a conditionally admitted Ferris student, you are expected to focus on learning English as your first priority and make every effort to improve your English proficiency both in and outside class. Attend every class, be on time and stay alert. Try to attend all the events sponsored by Office of International Education.

2) **Classroom Behavior:** Behavior that interferes with the instructor's ability to conduct the class or the ability of students benefit from the instruction is not acceptable. The class is composed of students from widely diverse backgrounds with different values. You are expected to treat your classmates and the instructor with respect and be open-minded to the differences around you. In order for every student to benefit from every moment of the instruction, electronic devices including cell phones, beepers, iPods, lap-top computers, and 'un-assigned talking' are prohibited, unless requested by the instructor for the instruction purposes.

3) **Attendance:** Attendance is required and attending every class is essential to improve your English skills. Also, coming to class late or leaving early are not acceptable. If you have more than 6 absences, your course grade will drop by one increment for each additional absence.

4) **Extended absences:** When a student's extended absences are documented, 'Incomplete' may be assigned as a course grade to the student under the university guideline. Contact IEP coordinator if you encounter such a situation.

5) **Academic honesty, integrity, and plagiarism:** Students are expected to maintain the highest standards of academic integrity and behavior that violates these standards are not acceptable. The unacceptable conducts include using and copying the unauthorized material and the work of another student. These conducts not only are penalized but also prevent you from improving your English skills.

6) **When a student receives 'No-Credit' as a course grade:** If you receive more than two 'No-Credit' for a semester, you will be placed into the academic probationary status for the following semester. 2 consecutive semesters of receiving more than two 'No-Credit' will result in academic dismissal from the university.

7) **Passing the TOEFL during a semester:** If you pass the iTEP (higher than overall score of 4) or TOEFL (500 or above) in the middle of the semester, you are still required to complete the courses. Course grading policies as written in the syllabus for each course applies to every student throughout the semester.

8) **Taking a regular Ferris course:** If you score 3.5 on iTEP or 475 or above on the TOEFL before the semester begins, you may be able to combine a regular Ferris course into your IEP courses based on recommendation from IEP faculty, coordinator and International Student Advisor.

9) **Eligibility to transfer IEP student status to fully admitted Ferris Student status:** You must score overall score of 4 on iTEP, 500 or higher on the TOEFL itp or 61 or higher on the TOEFL ibt.

10) **Students with special needs:** If you have a documented disability that requires accommodations, contact me as soon as possible so that I can contact the Disabilities Services and assist in developing a plan to address your academic needs in this course.

11) **Religious holidays:** Ferris State University will make reasonable accommodations for students who are absent from the university in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. The instructor will work with each student’s request in a reasonable manner.

*Final note: I reserve the right to make needed changes and appropriate adjustments to this syllabus. The changes will be announced in class and provided in writing. Daily lesson plans will be provided to the students biweekly.*
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: ESLR  Number: 090  Title: Literacy Skills for ESL Learners: Integrated Reading Level 2

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills are in the high intermediate level in order to increase their knowledge of English structures and reading comprehension skills. English structures (grammar), vocabulary expansion as well as reading strategies will be part of class content and will be essential to improve students’ reading fluency and comprehension skills in a variety of college level academic context. The students in this course are required 2 hours per week of independent but guided extended reading sessions.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the higher level reading course for ESL learners. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their reading skills will be formally assessed by the standardized tests of English such as iTEP or iTP TOEFL at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:

1. Expanding a college-level vocabulary in a variety of academic field (10 hours)
   i. Using context clues
   ii. Using word-structure clues

2. Understanding English structure (2 hours)
   i. Recognizing key grammar in the context
   ii. Practice using key grammar

3. Increasing reading comprehension skills (30 hours)
   i. Finding the topic in a paragraph
   ii. Finding the main idea in a paragraph and in a whole passage
   iii. Identifying supporting details
   iv. Recognizing facts and opinions in a passage
   v. Recognizing author’s writing patterns

4. Reading strategies (3 hours)
   i. Skimming a passage to locate specific information efficiently
   ii. Use of prior knowledge to enhance reading comprehension
   iii. React and connect personally to the context

5. Practicum – extended reading (30 hours)
CREATE NEW COURSE
Course Data Entry Form

FORM F

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: ESLR
b. Number: 090
c. Enter Contact Hours per week in boxes.
   LECTure 3 LAB 2 INDependent Study – Check (x) 
   Practicum: 
   Seminar: 
d. Course Title: Literacy Skills for ESL Learners: Integrated Reading Level 2
   (Limit to 30 characters/spaces.)
e. College Code: CP f. Department Code: CPTS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
g. Type: □ Variable X Fixed h. Minimum Credit Hours: 4
   Maximum Credit Hours: 4
j. May Be Repeated for Added Credit: Check (x) □ Yes X No
k. Levels: Check (x) X Undergraduate □ Graduate □ Professional

l. Grade Method: Check (x) ( )Normal Grading (X )Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) ( ) Yes ( X )No

n. Equivalent course: Prefix 
   Number 
   See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   This course is designed for the learners of English as a second language whose reading skills are in
   the high intermediate level to develop reading fluency and comprehension skills, expanding vocabulary
   and exploring English structures.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 18

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Successful
   completion of the level 1 reading course, minimum score of 1.5 on ITEP reading, 36 in the itp TOEFL
   reading section or equivalent determined by program faculty.

UCC Chair Signature/Date: 

Academic Affairs Approval Signature/Date: 

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 □ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY
Date Rec’ed: Date Completed: Entered: SCACRSE _ SCADTRL _ SCARRES _ SCAPREQ _
Literacy Skills for ESL Learners: INTEGRATED READING LEVEL 2    FALL 2011    FERRIS STATE UNIV.

CLASS SCHEDULE: Monday, Tuesday 1:00-1:50, Thursday 2:00-2:50 and practicum sessions TBA

PROFESSOR: TBA

OFFICE: TBA    OFFICE PHONE: TBA    E-MAIL: TBA

REQUIRED MATERIALS: *Interactions Reading I* by Hartmann, McGraw Hill, ISBN: 13-9780073329642; an electronic or a college-level dictionary, a notebook, a folder

COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose reading skills are in the high intermediate level in order to increase their knowledge of English structures and reading comprehension skills. English structures (grammar), vocabulary expansion and reading strategies will be part of class content and will be essential to improve students' reading fluency and comprehension skills in a variety of college level academic context. The students in this course are required 2 hours per week of independent but guided extended reading sessions.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate a wide range of vocabulary and knowledge of English structures to read college level materials;
2) be able to use context clues and word-structure clues to expand their vocabulary;
3) be able to find or formulate a main idea after reading a passage from a wide range of contexts;
4) be able to find an author's writing pattern;
5) be able to recognize facts and opinions in a passage;
6) be able to answer different types of questions efficiently;
7) be able to reflect personally on the reading content.

COURSE ASSESSMENT:

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